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LITERATURE OF MODERN LANGUAGE METHODOLOGY IN AMERICA FOR 1915

(No. 3)

PERIODICALS

Monatshefte

1. **Jonas, J. B. E.** Die Vorbereitung der Lehrer der neueren Sprachen in Deutschland. 16:10-13, January; and 16:43-50, February.

This address, delivered before the New England Modern Language Association at Boston, Mass., in May, 1914, leans heavily upon the standard book on that subject by J. Franklin Brown: *'The Training of Teachers for Secondary Schools in Germany and the United States'*, Macmillan, N. Y., 1911. 335 pp. \$1.25. J. holds up to us as almost ideal the thorough preparation of the instructor in Germany, who is still the schoolmaster of the world. (Cf. *Die Neueren Sprachen*, 23:129-41, June; and 23:321-36, October. Cf. likewise Wm. S. Learned: *'The Oberlehrer'*, Harvard University Press, 1914. 150 pp. \$1.25).

2. **Kenngott, A.** Answers to questions concerning the Direct Method. 16:13-17, January.

Pleads for an unadulterated direct method, which is no 'mixed' method. To illustrate his position clearly, K. answers five pertinent hypothetical questions and concludes that the real direct method is absolutely equal to any pedagogical emergency as, e.g., in the treatment of translation or rather in the avoidance thereof.

3. **Keidel, Heinrich.** Ueber das Vokabellernen im Unterricht des Deutschen. 16:74-81, March.

This militant lecture is a queer admixture of good and of evil with greater preponderance of the former. The main mistake lies in the major premise that the mechanical, traditional memorizing of vocables, of disconnected words, cannot be dispensed with. In that K. is sadly mistaken. Any real Reformer knows this and therefore opposes the practice of memorizing vocables. We also believe in 'more iron in the blood' but likewise in 'more joy in school.' (Cf. in this connection §.16, pp. 80-86, in *'Psychologische Grundlagen des neusprachlichen Unterrichts'* by Hermann Kappert. Leipzig, Otto Nemich, 1915. 112 pp. \$.95. For very young children see the two articles, pp. 143-62, in the *Francis W. Parker School Year Book*, Chicago, Vol. IV, June, 1915).

4. **Almstedt, Hermann.** The Merits of the Direct Method. 16:81-88, March.

A. has given us in his monograph one of the ablest, most convincing expositions of this vital subject. While at all times moderate in diction without

any extravagance of rhetoric or of facts, he is impressive by his clean-cut analysis.

5. **Purin, Chas. M.** The Teachers' Course in German with Special Reference to Phonetics. 16:105-15, April.

Outlines in detail an acceptable course of preparation for teaching in a secondary school. Lucidly stresses the importance of systematic and careful training in practical phonetics for the teaching of pronunciation. Furnishes a valuable bibliography of experimental phonetics.—Cf. *Proceedings of the M. L. A. A.* for 1914, pp. XXXIX-XLI, vol. 30, No. 1, March, 1915.

6. **Osthaus, Carl.** Parliamentary Exercises in German Student Clubs. 16:148-50, May.

A useful abstract of parliamentary practice.

7. **Lauer, Edward Henry.** The Organization of Second-Year College German. 16:151-56, May.

Rightly maintains that the second-year college German is the most difficult. Shows the great diversity existing among seventy-three institutions and offers his solution of the problem in a sane manner.—Cf. *Proceedings of the M. L. A. A.* for 1914, pp. XLI-XLII.

8. **Jonas, J. B. E.** Richtlinien für die Auswahl des Lesestoffes. 16:169-176, June; and 16:210-16, September.

As quoted in the 1914 Literature (II) No. 29, J. gives good definite hints for the selection of texts. (Cf. on reading: *Modern Language Teaching*, London, 11:147-48, July).

9. **Ferren, H. M.** The Joint Mission of Latin and German in America. 16:177-81, June.

Believes in the efficacy of German when preceded and accompanied by Latin.

10. **Hess, John A.** The du-Row in a College German Class. 16:216-20, September.

Presents a novel and effective scheme for vivifying elementary German in colleges.

11. **Hänssler, William.** The Disciplinary Value of Modern Language Teaching. 16:242-46, October.

Wants to see modern languages taught solely with a practical end in view. Asserts that logical thinking is not developed by linguistic studies.

12. **Krause, Carl A.** Literature of Modern Language Methodology in America for 1914. 16:255-60, October.

A critical study of the pedagogical writings of the year.

13. **Price, Lawrence M.** Natural Methods of Teaching German Composition. 16:272-80, November.

Strongly advocates real composition based upon the text. Such a process is *natural* as the student is writing German and is not translating into German.

Composition is basic and, properly taught, will lead to the goal of writing and speaking German effectively. (Cf. for such *natural* work: *Les Langues Modernes*, Paris, 13:128-35; July-August).

14. **von Klenze, Camillo.** Die historische Vorbildung unserer Lehrer des Deutschen. 16:299-303, December.

Urges the absolute necessity of Realien in the preparation of teachers. Recommends a thorough study of history, of government, et al. K. is only too right in his argumentation. A teacher of German should know the soul of Germany.

Educational Review

15. **Fitz-Gerald, John D.** Languages and the College-Preparatory Course. 49:168-90, February.

The writer, though a Spanish scholar of no mean repute, feels that Spanish, in spite of the present popular clamor, should not be included in the college-preparatory course, but should be postponed to the college course. For such students he considers the other languages of greater importance. Is in favor of the six-year high school so that foreign languages can be begun at an earlier and better age. To prove his point, he cites European practice.

16. **Waxman, Samuel M.** The Teaching of the Pronunciation of Foreign Languages. 50:82-91, June.

Earnestly argues for a more thorough preparation of teachers and for more satisfactory results in the pronunciation of modern languages by use of the international phonetic symbols, that can be uniformly employed in all languages. The training of the ear and of the vocal organs should precede the training of the eye. Caustically speaks of 'this hysterical mad rush into Spanish' when the teaching force for it is so pitifully inefficient or inadequate.

The School Review

17. **Schmidt, Lydia M.** A Practical Course in Phonetics. 23: 555-58, October.

Presents a simplified scheme for practical phonetic instruction in German, based primarily on imitation. Furnishes extracts from her outline. Cf. Parker's *Methods of Teaching in High Schools*, pp. 117-18.

18. **Cipriani, Charlotte J.** The Report of the Joint Committee on Grammatical Nomenclature from the Point of View of the Teaching of French. 23:679-86, December.

Protests the use of the terms 'conjunctive' and 'disjunctive', 'stressed', 'past descriptive', and 'conditions'. Cf. William A. Nitze's apologetic rejoinder, 24:188-95, March 1916.

19. **Starch, Daniel.** Some Experimental Data on the Value of Studying Foreign Languages. 23:697-703, December.

Through statistical tables these results are reached:

1. 'The study of foreign languages materially increases a pupil's knowledge of English grammar, but only slightly increases his ability to use English correctly.'

This may be construed as a brief for the direct method where the forming of correct speech habits is of paramount importance.

2. 'The scholastic records of students in the University of Wisconsin entering with Latin are only to a slight and negligible extent better than those of students entering with German. Likewise, the scholastic records in modern languages of students entering with Latin are only to a very slight extent better than those of students entering with German.'

In other words, S. comes practically to the same conclusion as did Ralph H. McKee for the University of Maine. Cf. No. 54 in the 1913 Literature by C. A. K.

Education

20. **Cooper, William A.** The Direct vs. the Indirect Method of Teaching Modern Languages. 36:1-10, September.

Considers the direct method the real gold of today. Vigorously opposes translation as dealing with mere form while the direct method deals essentially with substance full of interest. Likewise attacks so-called composition in lieu of which he places genuine written exercises.

A virile stimulating monograph. (Cf. Hardress O'Grady, *The Teaching of Modern Foreign Languages by the Organized Method*. Constable and Co. London, 1915. 108 pp. \$.35. For 'Composition': See Chapter VII, pp. 82-90. Organized = Direct. The Booklet is a stimulating contribution).

Educational Foundations, N. Y.

21. **Hénin, B. L.** Why Modern Languages Should be Retained in the High Schools. 26:413-17, March.

Breaks a lance for the retention of French on the ground of its cultural and its commercial value. It is a polemic against the undue magnifying of Spanish even in Commercial High Schools.

The University of Kansas News-Bulletin German Edition

22. **Engel, E. F.** A Decade of German in Kansas High Schools. Vol. 15, No. 15, May 3.

Shows statistically that 'a German Epidemic has been sweeping over Kansas' from 1905-1914. The total number of pupils and of schools has almost trebled in those ten years. (Cf. Mention in *Monatshefte*, June, p. 190).

Bulletin of the New England Modern Language Association

23. **Ballard, Anna Woods.** The Direct Method for American Schools with Special Reference to the Work of the Second and Third Years. Vol. V, No. 1, pp. 1-10, May.

Reiterates some of the principles and devices of the Reform Method. Does not frown on 'composition'.

24. **Snedden, David.** The Needs and Possibilities of Better Training for Secondary School Teachers in Massachusetts. 5:36-41, May.

Holds with Mr. William B. Snow, Boston, that we should teach thoroughly more language and have fewer languages in the secondary schools.

25. **(Geddes, Jr., James—Chairman).** Report of the Committee of the New England Modern Language Association on the Preparation of Teachers of French and German in Secondary Schools. 5:41-62, May.

A minute, painstaking report with four definite recommendations for raising the standard of modern language teaching. The dire need of a direct-method procedure is amply demonstrated and a reform demanded with definite and feasible aims.

Bulletin of the New York State Modern Language Association

26. **(Decker, Winfred C.—Chairman)**—The Training and Licensing of Teachers. Vol. 1, No. 4, pp. 41-45, January.

Report of the Committee on the Training of Teachers. The desirability and necessity of a Special License to teach German or French is advocated.

27. **(Monteser, Frederick, Chairman)**—Aids to Teachers of Modern Languages. Vol. 1, No. 5, pp. 49-53, February.

Prepared by the Committee on Syllabus and Examinations under the direction of one of the very ablest modern language teachers, Dr. F. Monteser, who, unfortunately, left us at far too early an age. Books, periodicals, and material aids are enumerated to guide the inexperienced.

Proceedings of the National Education Association

28. **Appelmann, Anton H.** Germany's Recent Progress in Secondary Education. 53:137-44, August.

Points out the progressive changes that have taken place of late in Germany's secondary education as, e.g., Reform Institutions, new methods of physical training, writing of themes on familiar subjects. For the latter read in Carl Schurz's *Autobiography* the chapter on the Gymnasium at Cologne, where H. Bonne taught him German.

BOOKS AND PAMPHLETS

29. **Hänssler, William.** A Handy Bibliographical Guide for the Study of the Spanish Language and Literature with consideration of the works of Spanish-American writers. C. Witter, St. Louis, Mo. 1915. 63 pp. \$.60.

This booklet is intended to serve practical ends. It abounds in useful hints that will enable teachers to make an intelligent selection of books of reference.

30. **Heyd, Jacob Wilhelm.** Modern Language Teaching. Bulletin of the First District Normal School, Kirksville, Missouri. Vol. 15, No. 3, March.

Modern Language Series No. 1. 27 pp. Gratis.

Gives excellent hints on the technique of class room work in German.—An unreserved pronouncement of the Direct Method.—The pamphlet was prepared for the benefit of High Schools of that Normal School district. It tries to answer questions that for years have been asked the writer. It is of unquestionable help to all teachers. (Cf. Mention in *Monatshefte*, December, p. 328).

31. (**Heath's Pedagogical Library Vol. 17**)—Methods of Teaching Modern Languages. New Edition. Heath, N. Y. 1915. 218 pp. \$.72.

This revised edition purports to be up-to-date, but contains in the main antiquated monographs from 1886-1892. Comparing it with the first issue (1893), we find three substitutions in place of earlier articles and (Cf. 'Note') the Report of the Committee of the N. E. A., which however is neither the 'Committee's Report nor was it made in that form in July, 1914. Such a symposium written by twelve contributors (not thirteen authors), some of whom are indubitably less competent than others, makes the work as a whole of uneven, nay of doubtful value, and not truly representative. A tyro cannot be expected to discriminate wisely. (Cf. C. H. Handschin, U. S. B. of Ed., *Bulletin*, 1913, No. 3, p. 111, for a review of the first edition).

32. **Judd, Charles Hubbard.** Psychology of High-School Subjects. Ginn, Boston, 1915. 515 pp. \$1.50.

Chapter X on Foreign Languages, pp. 211-46, is of especial interest to us. But J. is trying to sit on two chairs at the same time. Cf. my critique in, *Educational Review*, March 1916, pp. 258-59. The reviewer strongly feels that there is a 'single best method' in modern languages for High Schools, provided that the connotation of method is that of principle and not that of device. The chapter is suggestive rather than constructive. (Cf. the review in *The School Review*, September, pp. 497-500; and in *Educational Review* March, 1916, p. 317).

33. **Parker, Samuel Chester.** *Methods of Teaching in High Schools.* Ginn, Boston, 1915. 529 pp. \$1.50.

We are attracted for obvious reasons by Chapter VII on Associating Symbols and Meanings: Learning a Foreign Vocabulary, pp. 122-41, which is tersely written in conformity with the ideals and practice of the direct method. Unfortunately, the author has advanced, on p. 316, a 'suggested hypothesis' of his, which lacks for its support experimental data. Contrary to all experience, which is thoroughly established, and in direct opposition to all psychology, P. holds that for learning *to speak* a foreign language the age of sixteen or a still more advanced age is better than, e.g. the age of nine. The very essence of scientific research, however, requires us to furnish proof and not to indulge in fanciful, unproved notions. (Cf. reviews in *Educational Review*, November, pp. 424-28, and in *The School Review*, June, pp. 424-25).

34. **Hollister, Horace A.** *High School and Class Management.* With Introduction by Lotus D. Coffman. Heath, N. Y. 1915. 314 pp. \$1.25.

Chapter XVIII, pp. 242-55, on Notes on Foreign Language Teaching, is addressed to us. Just three pages, 253-55, are devoted to modern languages. H. wishes to see current literature stressed *after* the language has been acquired. He complains of lack of purposes in high-school work, but offers no genuine remedy. Seems in favor of the direct method. (Cf. review in *Journal of the N. Y. State Teach. Ass'n* p. 76, March, 1916, and in *The School Review*, June, 1916, pp. 480-81).

Conclusions: 1. Prominent psychologists, though non-linguists, have been active during the past year in our own field. Their treatises are, however, as expected more scientific and theoretical than concrete and practical but should awaken us modern language teachers to a fuller realization of our obligations.

2. Of the thirty-four publications cited, just six were written by teachers of French or of Romance Languages, which again proves the greater activity of the Germanic camp in the domain of modern language methodology.

3. Again, only a few women (three) have published contributions.

NAMES OF WRITERS (Alphabetically arranged):

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One asterisk indicates mention in one previous bibliography.

Two asterisks denote mention in both bibliographies.

(Any addenda, or material for inclusion in further issues, will be
thankfully received.)

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